

English 10: World Literature				Unit 1		
Ancient Classical and Mesopotamian Texts This unit begins with classical texts. Students will read and analyze literature from Ancient Mesopotamia as well as Ancient Greek and Roman tragedies as foundational texts for future studies in World Literature. The unit focuses on questions essential to understanding the link between context and product. How do culture and cultural changes shape literature produced within a society? How do past texts affect current literature? How is culture maintained over time? How do old texts remain relevant? What common human themes transcend time?						
Standards	Student Friendly Objectives	Assessment/Evidence of Proficiency	Instructional Learning Plan			
			Instructional Strategies	Materials/Resources	Essential Vocabulary	Informational Skills Integration
RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 1, W9 Use and cite evidence from the text to support analysis, reflection, and research of stated and unstated ideas.	Write a definition essay on the tragic hero and prove that modern figure could qualify as a tragic hero.	<ul style="list-style-type: none">• Direct Instruction• Templates• Guided Practice• Independent Practice	Writing Rubric <i>Aristotle's Poetics</i>	Tragic Hero, <i>Hubris</i> , tragedy, comedy, drama, Protagonist, Antagonist,	
RL 6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL 6 Analyze a particular point of view or cultural experience reflected in a work of world literature	Use background information from the text to prove the cultural context of the text	<ul style="list-style-type: none">• Direct Instruction• Independent Research• Didactic Questioning	Texts: <ul style="list-style-type: none">• Excerpts from the <i>Epic of Gilgamesh</i>• "The Prodigal Son", <i>The Bible</i>• "Sayings of Saadi"• Excerpts from <i>The Koran</i>	Context, Culture	
RI 3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RI 3 Analyze how the author presents an argument - including the order in which points are made, how these points are introduced and developed, and connections between points.	Analyze legal opening and closing arguments. Create and present an argument in defense of, or prosecuting against, the actions of the character of Medea based off of analysis. In a mock trial for Medea (W5, RI 3, and SL 4)	<ul style="list-style-type: none">• Collaborative group work• Role Playing• Project Based Learning	Legal Arguments Mock Trial Handouts Texts: <ul style="list-style-type: none">• Euripides, <i>Medea</i>	Argumentation, Claim and Counter-claim,	

W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W2 Explain complex ideas, concepts, and information presented in a selection.	Write journal entry (or blog) explaining the tragic hero based on reading	<ul style="list-style-type: none"> Independent Practice Journals 	Edublogs Paper/Writing Utensil Texts: <ul style="list-style-type: none"> <i>Oedipus Rex</i> <i>Antigone</i> William Shakespeare, <i>Julius Caesar</i> 	Plot, character, characterization	HS.TT.1.2 Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).
W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. Focusing on addressing what is most significant for the purpose and the audience.	Choose on argument and rewrite and present the argument for different audiences	<ul style="list-style-type: none"> Debates Role Playing 	Texts: <ul style="list-style-type: none"> Euripides, <i>Medea</i> 	Opening argument, closing argument, thesis statement, supporting paragraphs	
SL 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present arguments either in defense of or against Medea. Present /Publish journal entries or blogs about tragic heroes Write a journal entry that compares and contrasts religious parables	<ul style="list-style-type: none"> Role Playing Independent Practice 	Texts: <ul style="list-style-type: none"> Euripides, <i>Medea</i> <i>The Bible</i> <i>The Koran</i> <i>The Epic of Gilgamesh</i> 		HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

<p>SL 1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL1</p> <p>Initiate and participate discussions (one-on-one, in groups, and teacher-led) on grade 10 topics, texts, and issues, building on others’ ideas and expressing ideas own clearly and persuasively.</p>	<p>Comment on another student’s writing or argumentation – either online or on paper.</p>	<ul style="list-style-type: none"> • Peer/Partner Learning 	<p>Texts:</p> <ul style="list-style-type: none"> • <i>Oedipus Rex</i> • <i>Antigone</i> • <i>Medea</i> • William Shakespeare, <i>Julius Caesar</i> 		<p>HS.SI.1.2</p> <p>Evaluate resources for point of view, bias, values, or intent of information.</p> <p>HS.SI.1.3</p> <p>Evaluate content for relevance to the assigned task.</p>
<p>L1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>L1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Revise and edit a journal/blog entry about the Epic of Gilgamesh.</p> <p>Revise and edit argumentation. Use varied phrase types in writing.</p>	<ul style="list-style-type: none"> • Homework • Practice • Direct Instruction 			